

General Music Grade 5: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard 7. Perceive and analyze artistic work. - Anchor Standard 8. Interpret intent and meaning in artistic work. - Anchor Standard 9. Apply criteria to evaluate artistic work. - Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art. - Anchor Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works is influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	ESSENTIAL QUESTIONS Why should we respect music if we don't like the way it sounds?

Acquisition		
	<i>Students will know...</i> - that adding instrumental parts to a song will add complexity to music. - the different voice parts and families of instruments. - that melodic direction can be used by a composer to communicate an idea. - that musical expression often gives music its effectiveness. - that music affects us all in different ways. <u><i>vocabulary:</i></u> active listening, percussion, soprano, alto, tenor, bass, melodic direction, melody, timbre, contour, appropriate music vocabulary to describe and evaluate the role of music on a personal and cultural level.	<i>Students will be skilled at...</i> - demonstrating and explaining, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. - demonstrating and explaining, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). - demonstrating and explaining how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performer's and personal interpretations to reflect expressive intent. - evaluating musical works and performances, applying established criteria, and explaining appropriateness to the context, citing evidence from the elements of music.
	21st Century Skills	
NOT APPLICABLE	<i>reason effectively</i> <i>make judgments and decisions</i> <i>think creatively</i> <i>access and evaluate information</i> <i>adapt to change</i> <i>work creatively with others</i>	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	